

Please insert the replacement pages
into your "Sharing the Load"
staff handbook.



Welcome

"Discovering the Gift In Every Child"



Mrs. Vera Jones



- ❖ Diversity Awareness
- ❖ Sexual Harassment Policy



Thought to Ponder



"Many things can wait; the child cannot.
Now is the time. His bones
are being formed and his mind is
being developed. To him we cannot
say tomorrow; his name is Today."

- Gabriel Mistral, poet



Instructional Focus



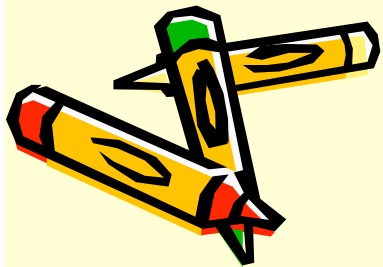
CIBL Science Kits

Wood and Paper (Grade K)

9/17/09 at Glaxo-Smith Kline
05/18/10 3:30-4:30 PM at BOE

Balance and Motion (Grade 1)

9/16/09 at Glaxo-Smith
Kline
5/19/10 3:30-4:30 PM at BOE



Science



Harnett County Owned Kits

K - Compare and Measure

1st - Solids and Liquids

2nd - Lifecycles of Butterflies and Changes



*See Mrs. Lubawski if we need to order kits.

K-2 Assessment

Literacy

Literacy Assessments has changed this year! There are no longer targeted assessments. The ones included in the manual are all required.

- Please be sure to use the assessment as formative, as well as, summative information. Our assessments are done for the purpose of determining the needs of our students and to be able to teach them accordingly.

See new monitoring checklist (4.37-4.39)

Math

- There have been no changes made to the K-2 Math Assessment.
- Implementation of new math curriculum is still under revision by DPI. Teachers will still use new math books.



Harnett County Schools



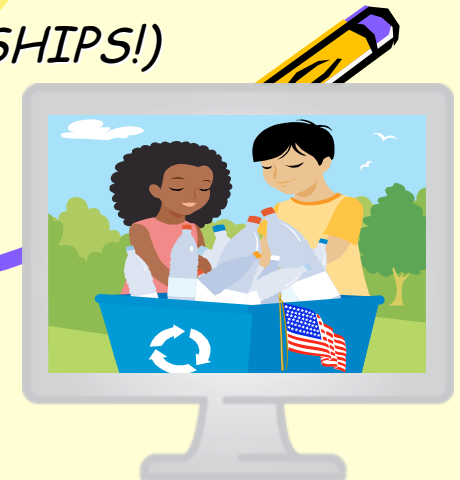
Instructional Goals

2009-10

We're GOING GREEN—how will we reduce our carbon footprint?

REDUCE
REUSE
RECYCLE

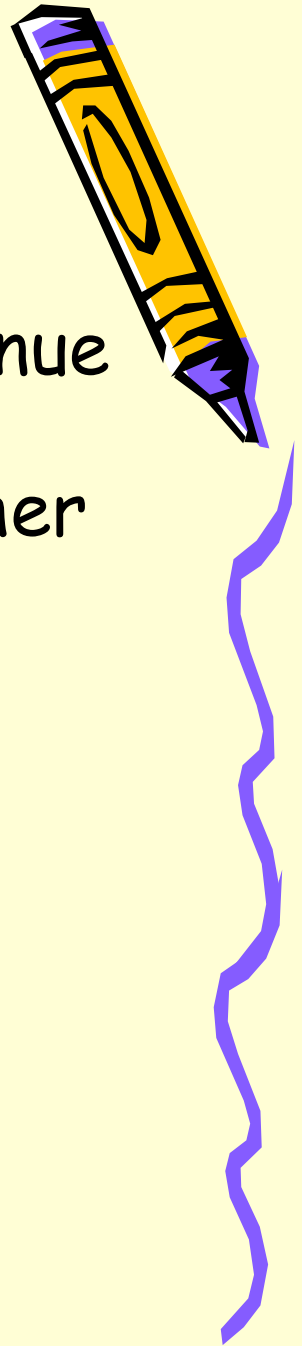
(WITH RIGOR, RELEVANCE, AND RELATIONSHIPS!)



QUALITY INSTRUCTION

- District curriculum goals for 2009-10 continue to focus on high-quality daily instruction. Student achievement is influenced by teacher behaviors and beliefs about the following:

1. Planning
2. Vocabulary
3. Differentiation
4. Assessment



Planning . . .

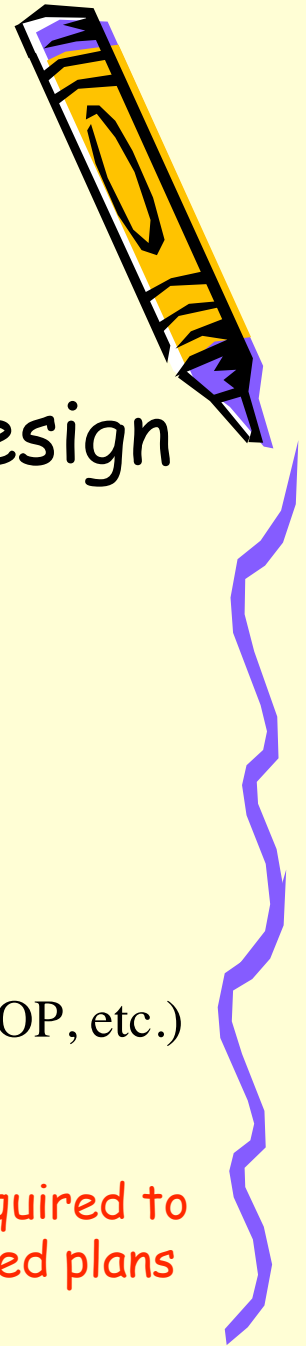
- District staff will improve lesson design by focusing on learner outcomes.

-The learner will

(Contact Janice Taylor to document your site's format—6-pt, SIOP, etc.)



Policy Code: 7408 Lesson Plans Teachers are required to prepare detailed daily lesson plans and to have detailed plans available for substitutes.



Lesson Plan Conferences

Focus on Quality Instruction via Principals' Evaluation
Instrument Standard 2: Instructional Leadership

School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense, accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.



Lesson Plan Conferences with Principals

(Individually scheduled per site; Upstairs Conference Room)

Week of September 14 , 2009

Week of September 28 , 2009

Week of October 12 , 2009

Week of October 26 , 2009

Week of November 16 , 2009

Week of December 7 , 2009

Week of February 8 , 2010

Week of February 22 , 2010

- ⌘ 3-5 lessons selected for discussion —model dialogue as principal would have with teacher regarding quality instruction.
 - ⌘ 2-3 selected by Central Services
 - ⌘ 1-2 selected by the Principal
- ⌘ Use Standard III —Teachers know the content they teach
- ⌘ Use Standard IV —Teachers facilitate learning for their students

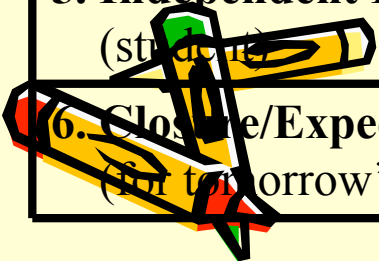
Harnett County Schools: The Six-Point Lesson Plan

Class/Subject: _____ Block/Period: _____

Teacher: _____ Date: _____



Lesson Format	Today's Lesson	Time Allotted (min)
1. Focus and Review: a. Focus (getting started/ warm-up activity) b. Review (from previous day)		
2. Introduction/Statement of Today's Objective(s):		
3. Teacher Input: (Delivery of lesson)		
4. Guided Practice: (teacher/student)		
5. Independent Practice: (student)		
6. Closure/Expectations: (for tomorrow's lesson)		



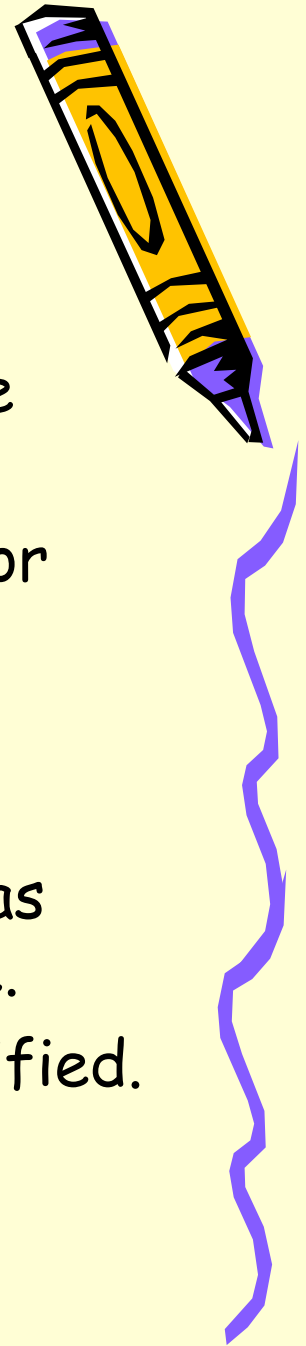
Vocabulary

- District staff will improve vocabulary instruction by utilizing research-based instructional methods for vocabulary development as measured by daily lesson plans and ongoing observation of instruction.
- Write a SMART goal for your site.



S.M.A.R.T. Goals

- **Specific and Strategic**-you can describe the details, they are long-term and aligned.
- **Measurable**-you can use either quantitative or qualitative assessments.
- **Attainable or achievable**-you can reach the desired state.
- **Realistic**-you are aware of constraints such as time, people, and money and may still achieve.
- **Time-bound**-the time for completion is specified.



Vocabulary Research



- Research indicates that vocabulary increases when new words are:
 - encountered repeatedly in context through reading and listening (Stahl and Fairbanks, 1986),
 - are linked to students' prior knowledge (Johnson, 1981),
 - and are connected with other words that are semantically related (Johnson *et al.*, 1986).

Stahl, S. A. & Fairbanks, M. M. "The Effects of Vocabulary Instruction: A Model-based Metaanalysis." *Review of Educational Research* 56 (1986): 72-110.

Johnson, D. D. *et al.* "An Investigation of the Trends in Vocabulary Research and the Effects of Prior Knowledge on Instructional Strategies for Vocabulary Acquisition." *Report from the Program on Student Diversity and Classroom Processes: Skill Development--Language Arts*. Madison, Wisconsin: Wisconsin Center for Education Research, 1981.

Johnson, D. D. *et al.* "Semantic Mapping." *Reading Teacher* 39 (1986): 778-83.

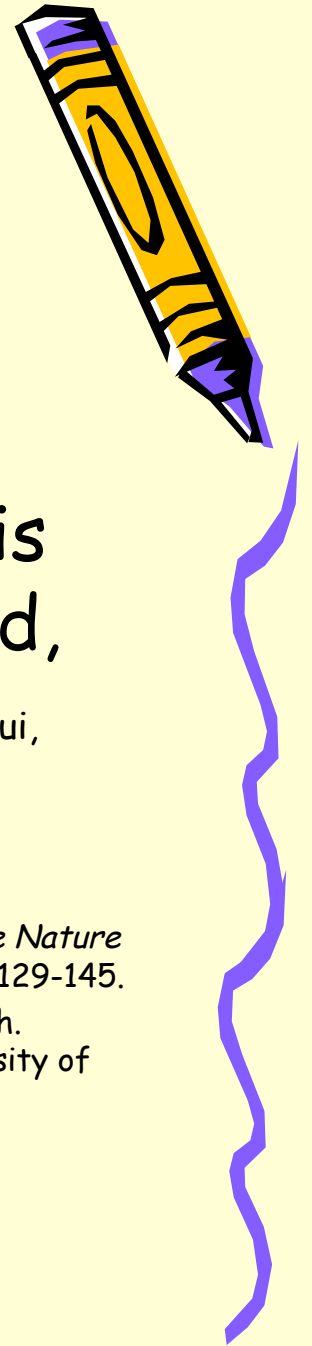


Vocabulary Research

- Although studies indicate that some intervention is better than none, rote memorization of words and definitions is the least effective instructional method, resulting in little long-term effect (Kameenui, Dixon and Carine, 1987; Baker, Simmons, and Kameenui, 1995).

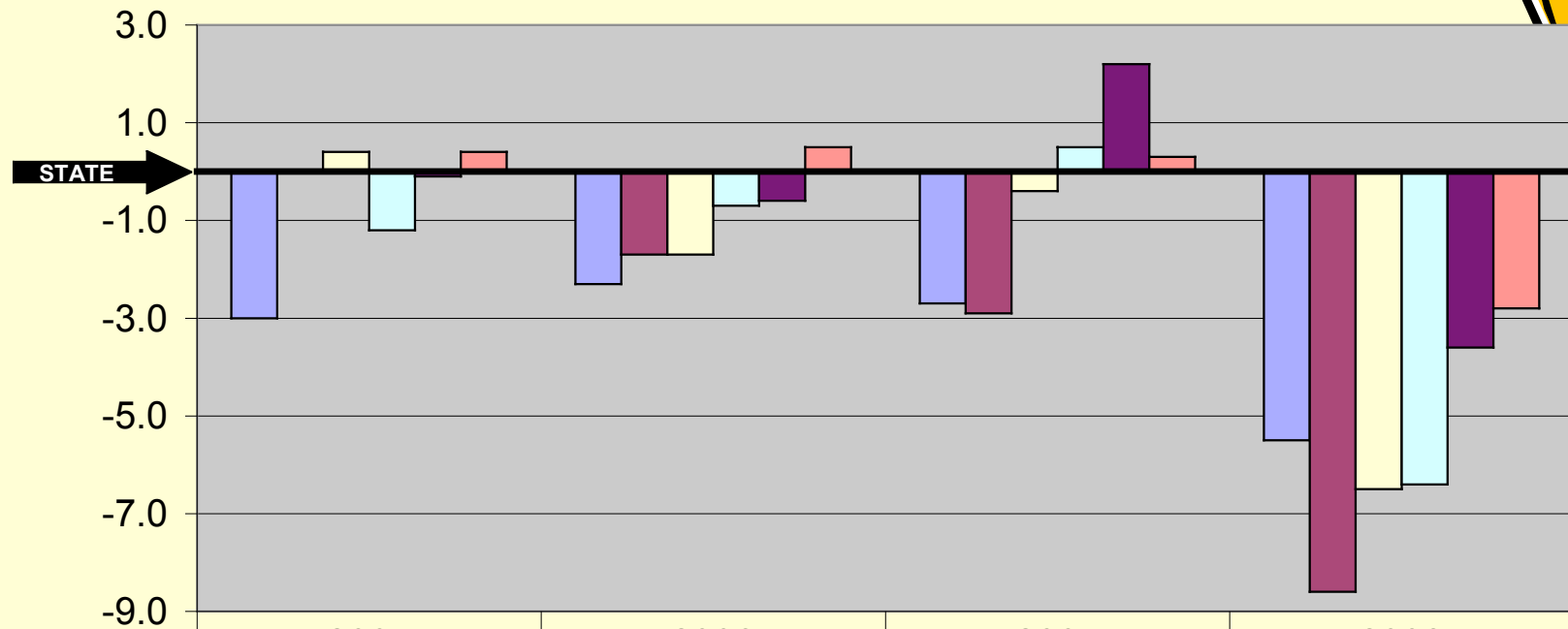
Kameenui, E. J., Dixon, D. W., & Carnine, D. "Issues in the Design of Vocabulary Instruction." *The Nature of Vocabulary Acquisition*. Ed. M.G. McKeown & M. E. Curtis. Hillsdale, N.J.: Erlbaum, 1987. 129-145.

Baker, S. K., Simmons, D. C., & Kameenui, E. J. "Vocabulary Acquisition: Synthesis of the Research. *Technical report No. 13 for the National Center to Improve the Tools of Educators*, University of Oregon, 1995.

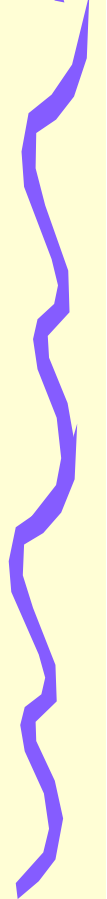
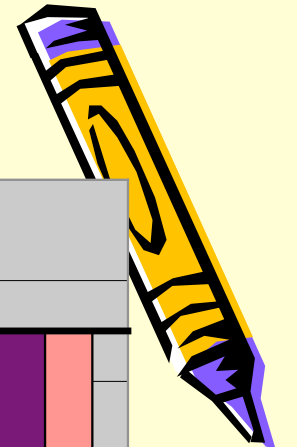
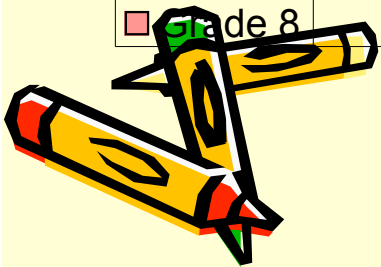


State Vs. County Gap: READING

(Difference in % Proficient)



	2005	2006	2007	2008
Grade 3	-3.0	-2.3	-2.7	-5.50
Grade 4	0	-1.7	-2.9	-8.60
Grade 5	0.4	-1.7	-0.4	-6.50
Grade 6	-1.2	-0.7	0.5	-6.40
Grade 7	-0.1	-0.6	2.2	-3.60
Grade 8	0.4	0.5	0.3	-2.80



K-2 EXCEL Seminar

- **Purposes/Basics**

- Provide appropriate reading instruction for students K-8 based on their reading achievement/growth points
- Use flexible grouping to maximize student learning
- Provide protected time for reading each of 180 school days (intervention)
- Support, challenge, and intervention based on student needs



K-2 EXCEL Seminar

Instructional Design

- Base initial placement on K-2 Summative Assessment
- Administer running records per student on an on-going basis (groups should be fluid)
- Continue SIOP (Building Background and Comprehensible Input, *Words Their Way*, Peabody, and Reading Mastery)



K-2 EXCEL Seminar



- **Instructional Design**
 - Schedule daily 45 minutes of protected reading instruction school-wide
 - Use flexible grouping (K-2 Assessments, Fountas and Pinnell Teaching for Comprehension and Fluency, formative and summative assessments)
 - Provide direct support for literacy—decoding, vocabulary, fluency, and comprehension



Teachers will complete an EXCEL monthly record to be turned in to Mrs. J. Pope.

K-2 EXCEL Seminar



Lesson Plans

- Excel lesson plan bank provided for all teachers
- Use six-point format
- Differentiate each lesson for basic, intermediate, and advanced students (teacher input)
- Include learner objectives, content objectives, and essential questions for each lesson



K-2 EXCEL Seminar

Key Components

- Proficient Reader Strategies
- Content Reading
- During Reading Processing-Questioning
- Bloom's Revised Taxonomy
- Fiction, Nonfiction, Poetry, and Drama
- Current Events/Going Green Topics
- Novel Studies and Author Studies
- Reading Response-Oral and Written
- Critical Reading
- Test Preparation



Differentiation

- District staff will differentiate instruction based on student needs by utilizing research-based activities in student-directed classrooms as measured by daily lesson plans and ongoing observation.
- SL Handbook 4.53



Assessment

- District staff will use both formative and summative assessment to ensure that learner outcomes are met throughout the year. Success will be measured by student mastery of content (grades, progress on informal assessments, etc.) and required state assessments.


; SL Handbook p. 4.55

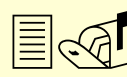


Quality Instruction

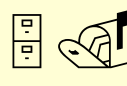
District staff will see quality instruction in classrooms at your site.
Planning, Vocabulary, Differentiation, and Assessment will be evident.
Examples would include

 Engaged students.

 Integrated content.

 Embedded formative assessment.

 Frequent use of technology, graphic organizers and higher-order questions.

 Visible content and language goals, strong essential questions, attention to pacing, comprehensive lesson design, and relevant work samples.



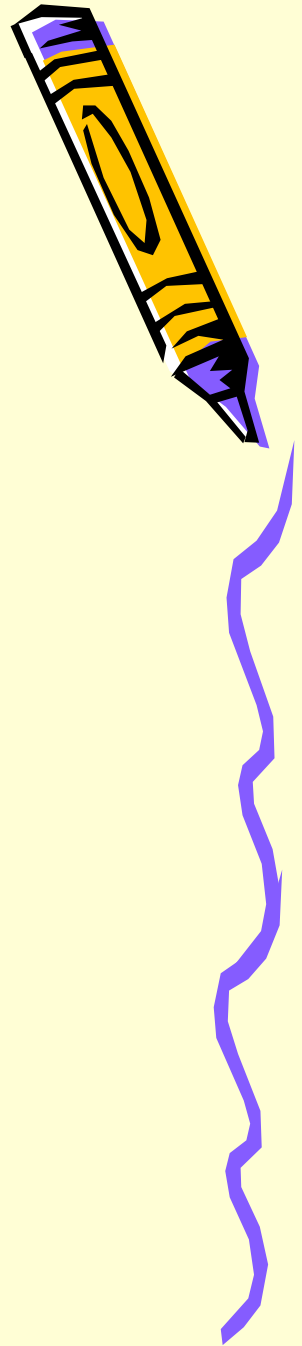


DIVE RIGHT IN!!!!



Policies and Procedures

Review of Teacher Handbook



- ❖ Mrs. Goodnight - Cumulative Records
- ❖ Mrs. McArtan - SIMS, NC Wise
- ❖ Cafeteria Policies (New Charge Policy - 6226)
- ❖ Mrs. Caldwell - Payroll
- ❖ Mrs. Lubawski - comp time, buses
- ❖ Mrs. Equils & Mrs. Hollingsworth - Media/Tech
- ❖ Mrs. Shaw - School Health Info

